FL 512, 3 credits **Methods: Teaching for Proficiency**

Southern Oregon University Summer Language Institute for French Teachers, Angers, France

Session II, July 2017, 3 credits

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This class explores how proficiency standards can be applied in the classroom in conjunction with state and local standards based on the national standards for foreign language education as established by the American Council on Teaching of Foreign Languages (ACTFL). Students learn how to integrate the five Cs of foreign language education: communication, cultures, connections, comparisons, and communities. This class will examine and debate theoretical readings and then integrate them into practical curricular and classroom approaches. Students will learn how to more effectively and efficiently find and design curriculum, integrate form and communication in their lessons and reflect productively on their own teaching.

Readings: All readings will be available in advance in pdf format for downloading or printing via the SOU Moodle. Students will present the readings in class so although there are quite a few articles, students will be able to take notes on the relevant parts of the articles as they are presented in class with the option to read more in-depth when the topic is of interest to them. Depending on the enrollment in the class, we will schedule and adjust the readings so there is a fair distribution.

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| Date | Essential questions | Internet resources | Reading due | Assignments due |
| 17 juillet | Background and Definition  Why do we teach foreign languages? What are our individual goals? How can we distinguish between methods, approaches and techniques? |  | Parker Palmer The Courage to Teach – excerpts  Study Skills for Language Students - excerpts |  |
| 18 juillet | What are standards, and how can they help us?  What is the place of the four skills (listening, speaking, reading and writing) in the foreign language classroom?  Unpacking standards from ACTFL |  | ACTFL standards – World Readiness Standards and National Standards in all domains. | Personal teaching statement – rough draft, can be hand-written |
| 19 juillet | How can we teach reading and writing?  What skills and strategies are important in the teaching of reading and writing?  What does it mean to teach writing? |  | Excerpts from the journal Reading in a Foreign Language |  |
| 20 juillet | How can we teach listening and speaking?  Can we teach listening and speaking in isolation? |  | Perceptions of French Fluency in Second Language Speech Production, Yvonne Préfontaine  Canadian Modern Language Review/ La Revue canadienne des langues vivantes. 08/2013; 69(3):324-348. |  |
| 21.07 | Reading/listening/speaking |  |  |  |
| 23.07 | The grammar question |  | Grammar Teaching and Learning in L2: Necessary, but Boring? Gladys Jean and Daphnée Simard  10 AUG 2011  Foreign Language Annals  Vol. 44, Issue 3, pages 467–494, Fall 2011 |  |
| 24.07 | Raising students levels to more sophisticated language. How to advance through the standards? |  | Please read the ACTFL can do statements. Pick a level that you often teach and read through the checklist. https://www.actfl.org/sites/default/files/pdfs/Can-Do\_Statements.pdf |  |
| 25.07 | Targeted assessments that work.  What does effective assessment look like in the foreign language classroom?  What does it mean to “test how we teach?” |  |  | Sample assessment assignment due. Please bring to class to present and explain. You don’t need multiple copies. |
| 26.07 | Your brain on a foreign language  How are languages acquired? |  | <http://www.theguardian.com/education/2014/sep/04/what-happens-to-the-brain-language-learning>  <http://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/> |  |
| 27.07 | Incorporating culture while staying in the target language  How can we weave authentic cultural products, practices and perspectives throughout a unit? |  | Reconnecting Proficiency, Literacy, and Culture: From Theory to Practice  Mark K. Warford and William L. White  Foreign Language Annals  Volume 45, Issue 3, pages 400–414, Autumn 2012 |  |
| 28.07 | Strategies for finding and designing new resources  How can we design curriculum and lesson plans based solidily on theory?  What are our goals in curriculum development? |  | A qualitative analysis of language learning tasks: the design of a tool  Carla Driessen, Gerard Westhoff, Jacques Haenen & Mieke Brekelmans  2008  pages 803-820 |  |
| 01.08 | How can student-centered, collaborative and cooperative learning strategies help us in the second language classroom? |  |  |  |
| 02.08 | Designing and refining curricula  What is our motivation in teaching foreign language? |  | Designing Curricula for Student Language Performance. Linda Quinn Allen  The French Review  Vol. 82, No. 6 (May, 2009), pp. 1281-1298. |  |
| 03.08 | How FL language intersects with other curricula  Advocacy for FL |  | Leveraging Genre Theory: A Genre-Based Interactive Model for the Era of the Common Core State Standards  Francis J. Troyan  Foreign Language Annals. 03/2014 | Curriculum reflection paper due. |
| 04.08 |  |  |  |  |
| 05.08 | What qualities make a good language teacher?  What principles should inform our teaching?  What does it mean to be a socially responsible teacher?  What are the characteristics of an effective language teacher? |  | Parker Palmer The Courage to Teach - excerpts | Final teaching statement – incorporating elements from the course |

**Class assignments and grading –**

Daily participation and engagement: 30% This includes coming to class, being engaged and respectful, participating as a pretend student in sample lessons and having at least skimmed the assigned reading.

Teaching statement – two drafts – one at the beginning of the course and one at the end. 1-3 pages typed double-spaced for final draft. 10%

Position paper on one of the articles we read – at least 2 pages that incorporate citations from the article, your personal experience and any other resources you can find. 20% Due at the end of the course. You are welcome to write your position paper on the same article you present in class.

Oral presentation (summary) of article for others 15% – these will be scheduled throughout the three weeks. You will be graded on the content and form of the presentation, please model good teaching and think creatively about how to present the information.

Micro-teaching assignments. Students will prepare and share in class on one of the topics of their choice. 15% These will be scheduled throughout the session.

Curriculum reflection: 1-2 pages reflecting on your past and future curricular needs and how these have been aligned or can be aligned with proficiency standards. 10%. This will be due on July 28.

Grade Scale :

A 100-93, A- 92-90, B+ 87-89, B 86-83, B- 82-80, C+ 79-77, C 76-73, C- 72-70, D+ 69-67, D 66-63, D- 62-60, F 59-0